

Lockport City School District
Grade 1 Writing Task and Rubric

Directions:

Writers will create an expository piece of writing that reveals their plan for a community of their own creation and a map that reflects their established community. They will use an appropriate technology tool to create and share their final products.

Successful writers will:

- Maximize each step of the research process, with assistance from teachers and peers.
- Make meaningful notes.
- Establish main ideas in their writing and use facts (text or pictures) from their research to support them.
- Organize their writing in a way that makes sense to a reader.
- Label their maps appropriately.
- Use varied sources to find relevant information for their work.
- Use proper capitalization and punctuation.
- Use proper nouns effectively.
- Spell simple words phonetically.
- Use powerful vocabulary words effectively.
- Revise their thinking and their work over time, based on what they learn.
- Use a video-recording device to capture their work, with assistance from teachers.
- Use varied technology tools to connect to an audience beyond Lockport, with assistance from teachers.

RUBRIC

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating.</p> <p>I use words to write about one very clear topic.</p> <p>I use my words to show rather than tell.</p> <p>I include many details from my research in my writing.</p> <p>My ideas come from the meaningful notes I made as a researcher.</p>	<p>EXPERIENCED_____</p> <p>My words are lively. They make people feel something strongly or think about something deeply.</p> <p>My text has a special sound. Readers tell me the sound is easy to describe (joyful, funny, angry)</p> <p>Readers tell me it sounds like I am speaking right to them when I write.</p>	<p>EXPERIENCED_____</p> <p>All of my words and pictures connect to one main message.</p> <p>I use my words to create an interesting title and a very clear beginning, middle, and end.</p> <p>I use transitions in my writing. They help my readers move from one part to another in my text.</p>
<p>DEVELOPING_____</p> <p>Readers are able to make sense of my writing and the pictures that I use.</p> <p>I use words and pictures to write about one topic.</p> <p>I use words and pictures to show rather than tell.</p> <p>Some of my ideas came from the notes I made as a researcher.</p>	<p>DEVELOPING_____</p> <p>The words and the pictures that I use express what I think or feel.</p> <p>Readers can show me where my words or pictures create a special sound (joyful, funny, angry)</p> <p>Readers tell me that my feelings come through in my writing or pictures.</p>	<p>DEVELOPING_____</p> <p>The words and pictures that I use complement each other and usually connect to a main message.</p> <p>I have a title for my piece and tell my readers when my piece is ending. I may use the words The End!</p>
<p>BEGINNING_____</p> <p>I use pictures to share my message.</p> <p>I can pick out the main idea in something I read, but I'm still learning how to create a main idea as a writer.</p> <p>I can pick out details in something I read, but I'm still learning how to make notes and add them to my writing.</p>	<p>BEGINNING_____</p> <p>I use bold lines and bright colors in my pictures.</p> <p>When I read, I can describe the special sound that an author creates, using his or her words (joyful, funny, angry), but I am just learning how to do this in my own work.</p> <p>When I read, I can point out where the author is speaking right to me. I am learning how to do this too.</p>	<p>BEGINNING_____</p> <p>I fill up all of the space in my piece with pictures and some text.</p> <p>I can point to my pictures and tell my readers how they connect to my main message.</p> <p>When I read, I can hear the beginning, middle, and end. I'm still learning how to do this as a writer though!</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>I use very vivid and expressive words. My adjectives and verbs are very strong.</p> <p>I try out new words that I don't know how to spell well just yet.</p> <p>I surprise my readers with phrases that are striking and unexpected.</p>	<p>EXPERIENCED_____</p> <p>I can write two paragraphs or more.</p> <p>I always use complete sentences.</p> <p>My writing is interesting to listen to because I vary the length of my sentences. I may use fragments for effect (Wow! Crunch!)</p>	<p>EXPERIENCED_____</p> <p>I use a variety of conventions accurately.</p> <p>I use paragraphs and put them in the right places.</p> <p>I spell most sight words and many challenging words correctly.</p> <p>I write from left to right and respect margins.</p>
<p>DEVELOPING_____</p> <p>I use words and numbers that I am most sure of. Many of them contain a lot of consonants and some vowels.</p> <p>My words are easy to decode.</p>	<p>DEVELOPING_____</p> <p>I write letter strings that form readable sentences. (I like skl/I like school I ha dog/I have a dog)</p> <p>I write more than one sentence/letter string.</p> <p>My sentences/strings always reveal complete thoughts.</p>	<p>DEVELOPING_____</p> <p>I usually use capitals and lower case letters correctly, but not always.</p> <p>I often use end of sentence punctuation correctly.</p> <p>I spell many sight words correctly.</p> <p>I write from left to right.</p>
<p>BEGINNING_____</p> <p>I am starting to create letter shapes.</p> <p>I can tell you how my scribbles represent words.</p> <p>I have some favorite words and will tell you how I like to use them.</p>	<p>BEGINNING_____</p> <p>I love poetry and music. I can tell you how the sound of it makes me happy as a reader.</p> <p>I am able to dictate complete sentences to someone who is scribing for me.</p>	<p>BEGINNING_____</p> <p>I can point out how other writers use proper conventions, but I haven't started doing this just yet.</p> <p>I like to play with letter and number shapes and magnets.</p> <p>I can tell you about the conventions in my art work. For instance, I know how to draw a line to represent the ground, and the sun goes in the sky.</p>

Writing Process

EXPERIENCED ____

- I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.
- I change my writing as I go, based on new ideas I develop or suggestions from other people.
- I make corrections in conventions.
- I look for ways to share my work with others.

DEVELOPING ____

- If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.
- I make at least one change to my writing when I'm working.
- I ask others to tell me how to improve my work. Sometimes, I make changes.
- I share my work when my teacher tells me to.

BEGINNING ____

- My writing is usually based upon the first idea that comes to mind.
- I'm not sure how to make changes to my writing yet.
- My final copy is nearly identical to my rough draft.
- I don't share my work with other people.

Technology Integration

EXPERIENCED ____

- I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.
- I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.
- I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING ____

- My teacher helps me select and use technology tools that connect with my purposes.
- I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise
- I use selected technology tools to share my work with an audience.

BEGINNING ____

- I use the single technology tool suggested to me by my teacher.
- I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
- I am learning how I can share my work with an audience using technology tools.